

ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE (ABTEL) MEETING

MINUTES January 28, 2002

The Advisory Board on Teacher Education and Licensure met for a regular business meeting at the Sheraton West Hotel in Richmond, Virginia, with the following advisory board members present:

Mychele Brickner	Mark Glaser	Mary McCauley
Sharon Condrey	Margaret Shibley Gray	Nancy Miller
Judy Davis-Dorsey	Holly Hawthorne	Dale Sander
Ron Diss	Cheryl Lightfoot	Donna Smith
Brenda Duda	Kimberly Loy	J. David Smith
Jill Fox	Jane Massey-Wilson	Susan Walton

Absent: Ken Fleming

Board of Education Liaison: Susan T. Noble

Ex-Officio Members: Nancy Cooley

Department of Education:	Thomas A. Elliott	Paul Joseph
	Pat Burgess	Byrd Latham
	JoAnne Y. Carver	Patty Pitts

Guests: Lori Ingwerson
Susan Genovese
Susan Wood for Carole Ballard

FULL BOARD MEETING

Dr. Jane Massey-Wilson, chair of the Board, presided. The meeting was called to order at 8:35 a.m. with the Pledge of Allegiance.

INTRODUCTION OF GUESTS

Dr. Jane Massey-Wilson introduced Lori Ingwerson, regional director from the Educational Testing Service (ETS). Ms. Ingwerson attended the meeting to report to the full advisory board on several research topics.

Dr. Dale Sander, Superintendent of the Fredericksburg City Schools and the newly appointed at-large member of ABTEL, was introduced.

Dr. Nancy Cooley, academic affairs director with the State Council of Higher Education for Virginia (SCHEV), was introduced and will be the SCHEV liaison to the Advisory Board.

APPROVAL OF AGENDA

Dr. Massey-Wilson announced that ABTEL meetings are returning to the two-committee structure and reminded members that Nancy Miller will chair the Teacher Education Committee and Susan Walton, the Licensure Committee. A sign-up sheet was distributed for Advisory Board members to indicate their committee preference. (listed below)

Mary McCauley made a motion to approve the agenda; Dave Smith seconded.

Discussion ensued regarding the return to the two-committee structure. Concern was expressed that all members would not be able to participate in the discussion of every issue. Explanation was provided that each committee will report the results of any discussion and make recommendations for advisory board action. The entire advisory board will continue to vote on each issue and the committee structure will allow more in-depth discussion of issues. It was also suggested that the dynamics of smaller groups may enhance member participation. Dr. Elliott stated that some agendas may not allow the committee format and, as an example, cited the April agenda at which the annual report to the Board of Education will be discussed.

Committee Membership

Teacher Education Committee

Chair: Nancy Miller

Members:

Jill Fox

Holly Hawthorne

Cheryl Lightfoot

Mychele Brickner

Kimberly Loy

Sharon Condrey

Mark Glaser

Nancy Cooley

Staff: JoAnne Y. Carver

Licensure Committee

Chair: Susan Walton

Members:

J. David Smith

Margaret Shibley Gray

Donna Smith

Brenda Duda

Dale Sander

Judy Davis-Dorsey

Ron Diss

Ken Fleming

Staff: Patty Pitts

Following the discussion, the agenda was unanimously approved.

APPROVAL OF MINUTES

Mary McCauley made a motion to approve the minutes of the November 19, 2002, minutes. Dave Smith seconded the motion. Discussion followed in which members expressed concern that the minutes of the preceding meeting did not include specific questions asked nor the answers given. Dr. Elliott explained that the minutes are meant to provide a summary of discussion similar to the Board of Education meeting minutes.

The minutes for the November 19, 2001, meeting will be corrected to reflect that Nancy Miller and Cheryl Lightfoot attended the meeting.

Following the discussion, the minutes were approved with a vote of 17 to accept the minutes as corrected and one abstention.

PLANS FOR MARCH ABTEL MEETING AT OLD DOMINION UNIVERSITY

Dr. Elliott reported that the Dean and faculty of the School of Education at Old Dominion University are looking forward to sharing the vision and directions of the teacher education program with members of the advisory board. Overnight accommodations will be made at the Marriott Waterside. The president of the university may host a special dinner on Sunday evening, March 17, 2002. On Monday, special transportation will be provided to take advisory board members to the campus for the full meeting. Advisory board members were encouraged to inform the Division of Teacher Education and Licensure if they will be unable to attend the March meeting. Dr. Elliott mentioned the possibility of inviting representatives from other institutions in the Tidewater area to attend the meeting. Some members expressed concern that representatives of the Old Dominion University teacher preparation program would have insufficient time to showcase the program. The discussion concluded with a decision to focus on ODU and, if appropriate, invite additional university representatives.

FULL BOARD REPORTS

1. The Joint Task Force on the K-12 Teaching Profession in Virginia

Board of Education member, Susan Genovese, provided an update on the Joint Task Force on the K-12 Teaching Profession. The Task Force was established in May 2000 by a resolution that was jointly approved by the members of the Board of Education and the State Council of Higher Education for Virginia. The purpose of the task force was to develop a series of recommendations on issues facing the teaching profession in Virginia and advise the Board of Education and the State Council of Higher Education for Virginia (SCHEV) of such initiatives for their review and action. The task force developed the following vision statement to guide its work: Teaching is a valued profession that attracts, develops, and retains skilled, talented, and diverse individuals who effectively advance learning for all students. On June 20, 2001, recommendations

from the task force were presented to a joint meeting of SCHEV and the Board of Education. The state council and the board recommended that a committee be established to continue to work of the task force. On February 20, 2002, the Committee to Enhance the K-12 Teaching Profession in Virginia, chaired by Longwood College President, Dr. Patricia Cormier, will hold its first meeting. The goal of the committee is to establish a blueprint to guide the review of the teaching profession in Virginia. Dr. Virginia McLaughlin, dean of the School of Education at the College of William and Mary and a member of the Joint Task Force, will serve as a transition member for the new committee. Dr. Ron Diss informed the Advisory Board that Dr. McLaughlin is also President of the Virginia Association of the Colleges of Teacher Education (VACTE) and suggested that this be noted on the committee membership roster.

Dr. Massey-Wilson expressed appreciation to Mrs. Genovese for her leadership in this effort.

2. Guidelines for Implementing Option 4-Division Superintendent License

On January 14, the Board of Education approved amendments to the licensure regulations that included Option 4 for obtaining the division superintendent license. To qualify via Option 4, a candidate must hold a master's degree or its equivalent; have held a senior leadership position such as Chief Executive Officer or senior military officer; and be recommended by a school board interested in employing the individual as superintendent. The Board of Education has requested that the advisory board develop guidelines for the master's degree equivalency to be presented in the annual report to the Board of Education in May.

3. The Educational Testing Service (ETS) Report

Lori Ingwerson, regional director from the Educational Testing Service (ETS), reported on three topics:

- A. Conducting Match, Validation, and Standard-Setting Studies;
- B. Using an Established Score on the Scholastic Aptitude Test (SAT) as an Alternative Assessment for Praxis I; and
- C. Offering Praxis I in High Schools for Students Interested in a Teaching Career.

A. Conducting Match, Validation, and Standard-Setting Studies

Ms. Ingwerson described licensure assessments as high stakes testing that is required, not voluntary, and therefore must be legally defensible. She also indicated that licensure assessments are given at the introduction to the profession but are not to be interpreted as predictors of who will do well. Licensure assessments are based in the concept of protecting the public in that score requirements are meant to establish a bar at which candidates will "do no harm."

When a particular test is being considered as a requirement for licensure, match studies are conducted to determine whether to proceed with the validation procedures and

standard setting. Match studies are conducted by persons in the licensure area to determine the alignment between the test and state licensure requirements. ETS provides live tests and materials and a staff person to oversee the process. Five to ten reviewers are required for each test. Reviewers must include teacher educators, principals, and practicing teachers and must be equally distributed by gender, ethnicity, and geographic region.

Validation procedures allow panels of selected participants to make judgements about individual test items. Each test validation requires a full day. The optimum number of panelists for a test is 15 to 20 individuals. Each panel must be trained to know the target group profile (beginning teachers), and in judging the knowledge estimation, job relevance, and fairness of each test item. Panelists practice with sample items and make individual judgements.

The next series of assessments to undergo a match study and the validation and standard-setting procedures in Virginia are in special education. Assessments for special education core content knowledge, mild to moderate disabilities, severe to profound disabilities, and learning disabilities are now available. Ms. Ingwerson provided test specifications for each of these tests in addition to publications entitled, “Understanding Your Praxis Scores” and “Guidelines for the Proper Use of The Praxis Series and Related Assessments.”

B. Using an Established Score on the Scholastic Aptitude Test (SAT) as an Alternative Assessment for Praxis I

Ms. Ingwerson reported that other states have conducted studies to recognize an established SAT score as an alternative to Praxis I. Delaware conducted a study with the assistance of ETS; Georgia and Connecticut conducted independent studies. All three states have established equivalent SAT scores to Praxis I requirements. The Board of Education has asked the advisory board to study this issue. By consensus, members of the advisory board agreed to proceed with a study to use an established SAT score as an alternative assessment to Praxis I.

C. Offering Praxis I in High Schools for Students Interested in a Teaching Career

According to Ms. Ingwerson, the Educational Testing Service does not support the administration of the PPST to high school students due to the indefensibility of an inappropriate use of the test. The PPST target group is individuals seeking initial licensure. Although high school students may have the knowledge and skills to be successful on the Praxis I assessments, ETS does not identify the level of the test. Dr. Elliott indicated that the Department of Education may utilize special federal funds to conduct a one-time special administration of Praxis I for high school students.

LIAISON REPORTS

The Virginia Community College System (VCCS)

The Virginia Community College System (VCCS) report was given by Dr. Susan S. Wood, Professor of Mathematics at J. Sargeant Reynolds Community College. She presented summary information regarding the VCCS Teacher Preparation Initiative established in 1999 to address important issues relating to two-year college involvement in teacher preparation. Past accomplishments of the initiative include two statewide colloquia, the creation of a new community college course - Introduction to Teaching as a Profession, and the establishment of Praxis identification codes for VCCS colleges to enable score reporting and support of students taking Praxis I. Under development are a teacher preparation website for VCCS students, advisors, counselors, and faculty (www.tc.cc.va.us/wtcc/teacher/), two Praxis I preparation courses, and three regional conferences focusing on recruitment and articulation.

The State Council of Higher Education for Virginia (SCHEV)

The newly appointed Academic Affairs Director at SCHEV and liaison to the advisory board, Dr. Nancy J. Cooley, reported on three initiatives: the Virginia Educational Technology Alliance Gate's Grant, the Quality Awards Process Presentation to the Higher Learning Commission Conference, and Higher Education's Strategic Planning Process. The Virginia Educational Technology Alliance (VETA), www.veta.org has been working to promote technology in teaching. Recently, VETA received a Gate's Grant to promote the effective use of technology in teaching. Project VITAL, Virginia Initiative for Technology in Administrative Leadership, has been established. The Project Director is Chris O'Neal whose E-mail address is coneal@virginia.edu. The strategic planning process in higher education refers to a systemwide, 4-year planning cycle. An advisory committee has been established to identify 5-6 key goals that will frame higher education efforts in assessment, evaluation, and broad-based planning. One recommendation might be to implement the recommendations of the k-12 Task Force. An area of major focus is teacher preparation. The advisory committee will seek input from the Superintendent of Public Instruction and the members of the advisory board.

Reports from the Teacher Education Committee and the Licensure Committee

Teacher Education Committee

Agenda Item A

Discussion on the Development of Strategies for implementing House Joint Resolution 794 (HJR 794): A Study of the Proficiency of Virginia Teachers in Teaching Systematic Explicit Phonics

Nancy Miller reported on the discussion of the Teacher Education Committee regarding HJR 794. Discussion centered around the two staff recommendations to 1) Provide Virginia's 37 approved teacher preparation programs with additional clarification for incorporating systematic explicit phonics instruction into their programs, as outlined in

Virginia Licensure Regulations for School Personnel, Effective 1998, and 2) Explore alternatives for determining ways in which pre-service and in-service teachers in Virginia can demonstrate phonics proficiency, as well as a repertoire of other reading strategies, for initial licensure and licensure renewal and for providing additional training in systematic explicit phonics to those who do not demonstrate such proficiency. After lengthy discussion of the first recommendation, a decision was made by the full advisory board to establish a committee of approximately ten individuals including Dr. Jim Heywood from the Department of Education, advisory board members Ron Diss, Sharon Condrey, and Nancy Cooley, and representatives of institutions with approved teacher preparation programs to develop a blueprint that addresses recommendations 1 and 2. The committee should consider what should a beginning teacher know and be able to do in the area of phonics instruction and the needs of the institutions of higher education in Virginia in providing the requisite training. A committee report will be presented at the March 18 ABTEL meeting.

Agenda Item B

Discussion of an Initiative to Offer Praxis I in High School for Students Interested in a Teaching Career

This item will be included on the agenda for the March 18 meeting.

Agenda Item C

Discussion of Final Requirements, Guidelines, and Procedures for Implementing the Teacher Education Program Standards

This item will be included on the agenda for the March 18 meeting.

Licensure Committee

Agenda Item A

Revisions in the Licensure Regulations for School Personnel

Susan Walton reported that the committee received an overview of the licensure changes and that no further discussion is recommended.

Agenda Item B

Discussion of an Initiative to Offer Praxis I in High School for Students Interested in a Teaching Career

Discussion of this item ranged from concern that a pilot test administered to high school students would not reveal new information because colleges are now advising incoming students to take Praxis I to concern about the negative consequences of such a pilot, i.e., high school students might out-perform teacher candidates. The committee recommended additional discussion and research and supports the study of using the SAT as an alternative to Praxis I. Ms. Walton also reported that the committee does not wish

to close the door on a special administration for high school students if funds become available for such a project.

Agenda Item C

Discussion of the Use of Praxis II Assessments in Special Education for Licensure

On behalf of the committee, Susan Walton made a motion that the match studies and the validation and standard setting be conducted for the following three special education tests: Core Content Knowledge, 0353; Mild to Moderate Disabilities, 0542; and Learning Disabilities, 0382. The motion passed unanimously.

Agenda Item D

Discussion of the Virginia Board of Education's Student Advisory Committee's Recommendations on Substitute Teachers

The committee received the Student Advisory Committee's Recommendations on Substitute Teachers. A subcommittee of the Board of Education was appointed to review the recommendations. Ms. Walton indicated that the committee would like to be kept abreast of the Board of Education's subcommittee that is working with the student advisory committee. **On behalf of the committee, she made a motion that the advisory board support the findings of the subcommittee. She also made a motion that a letter be sent from the advisory board to the students to recognize them for bringing forward these issues and to commend their work.** Both motions passed unanimously.

Agenda Item E

Discussion on the Establishment of Guidelines for Implementing Option 4 – Division Superintendent License

Susan Walton reported that the committee discussion focused on clarifying language such as the master's degree equivalent and the senior leadership position, included in Option 4. In particular, the phrase, senior leadership position, was viewed as very broad and open to a variety of interpretations. The committee made the following recommendations: members of the committee will research the master's degree equivalent and report their findings to Susan Walton or to Patty Pitts by February 22; staff will survey other states where a similar approach to the division superintendent license is allowed and report at the March 18 meeting. The results of these assignments will be discussed at the March meeting and reported to the full advisory board.

ABTEL INITIATIVES AND OTHER ISSUES

No additional initiatives or issues were identified. The meeting adjourned at 2:30 p.m.